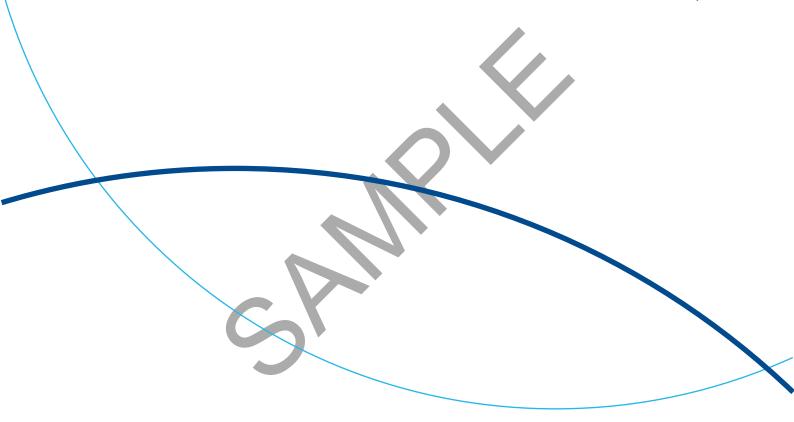![Primary Years Programme logo](ib Primary Years Programme)

Application for candidacy: Primary Years Programme

For use from January 2016

SAMPLE

Beginning in 2016, the Application for candidacy *will be completed online at http://myschool.ibo.org.*

This document reflects the content of the online application; interested schools will also be asked to provide information on personnel who will be involved with the programme, a projected budget for the first 5 years of programme implementation, and information on the proposed organization of teaching time.

This document is provided only as a reference.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Primary Years Programme
Application for candidacy:
Primary Years Programme

IB merchandise and publications can be purchased through the IB store at store.ibo.org.

Email: sales@ibo.org

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Standard A. Philosophy: The school's educational beliefs and values reflect IB philosophy.

Practice A1. The school's published statements of mission and philosophy align with those of the IB.

1. Please provide the school's current mission statement.

2. To what extent does the school mission statement currently align with the IB mission statement?

   ☐ Completely   ☐ Partially   ☐ Needs Revision

3. What process did or will the school use to refine the mission statement to further align it with that of the IB? [500 words]

4. To what extent does your school's educational philosophy align with that of the IB?

   ☐ Completely   ☐ Partially   ☐ Needs Revision

5. What process did or will the school use to refine its philosophy to further align it with that of the IB? [500 words]

Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

Practice A2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

The IB will evaluate this practice by reviewing information gathered under Practice A.3, Action plan and during the Verification visit.

Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

Practice A3. The school community demonstrates an understanding of, and commitment to, the programmes(s).

During the consideration phase, before submitting the Application for candidacy, the school must have conducted a feasibility study, comparing its current practices and policies to those required by the IB for the successful implementation of the programme.

1. Indicate who led and who was involved in the feasibility study process. [selections to be made from staff/faculty list associated with the school account]

2. Indicate what additional stakeholder groups were involved in the feasibility study. Select all that apply:

- ☐ Parents
- ☐ Students
- ☐ Governing Body
- ☐ Other (please describe):

- ☐ Community members
- ☐ Local education authority
- ☐ Ministry of Education

3. Briefly describe the feasibility study process the school undertook. [500 words]

4. During the Consideration phase, the school will also have begun its efforts to inform its community about the programme and gain the support of key stakeholders. Please use the chart below to provide information on the efforts the school has made to date and the outcomes of those efforts.

Group	Actions Taken	Major Outcomes
Governing Body	[100 words]	[100 words]
Local Educational Authority	[100 words]	[100 words]
Parents	[100 words]	[100 words]
Pedagogical Leadership Team	[100 words]	[100 words]
Teachers and Staff Members	[100 words]	[100 words]
Others (indicate group)	[100 words]	[100 words]

5. Provide any additional information on the school's efforts to inform its community and gain support for the programme. [250 words]

Upload Feasibility study (if available)

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement A3.a. The values of the PYP as indicated in the curriculum documents have an explicit impact on decision-making and functioning of the school.

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization, at which time the IB will review the school brochure, school web site, as part of the Application for authorization and during the Verification visit.

Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement A3.b. The school as a community of learners is committed to a collaborative approach to curriculum development.

The IB will evaluate this requirement by reviewing information gathered under Practice B2.4.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement A3.c. The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization, at which time the IB will review Application for authorization and during the Verification visit.

Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement A3.d. The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum.

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization, at which time the IB will review Application for authorization and during the Verification visit.

Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement A3.e. The school demonstrates a commitment to transdisciplinary learning.

1. It is a PYP requirement that the classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning. Explain whether the school needs to make adjustments to address this requirement.

2. What challenges would the implementation of a transdisciplinary programme entail for the school?

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice A4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice A5. The school promotes responsible action within and beyond the school community.

1. Indicate interactions the school and its students currently have with the surrounding community. (choose all that apply)

    ☐ School facilities/resources available for community use
    ☐ Direct community financial support for school (e.g. school fundraising, grants, donation, not including taxes or standard fees)
    ☐ Community facilities support school activities
    ☐ School has cooperative relationships with community businesses, clubs or other educational institutions
    ☐ The school community participates in service efforts
    ☐ The school community participates in local community events
    ☐ The school invites community members to volunteer at the school
    ☐ The school and community have no interaction
    ☐ Other (please describe)

    Please indicate your current assessment of how your school meets this practice.

    ☐ In progress   ☐ In place   ☐ Not in place

Practice A6. The school promotes open communication based on understanding and respect.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice A7. The school places importance on language learning, including mother tongue, host country language and other languages.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement A7.a. The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization, at which time the IB will review the school brochure, school web site, as part of Application for authorization and during the Verification visit.

Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement A7.b. The school supports mother tongue and host country language learning.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice A8. The school participates in the IB world community.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice A9. The school supports access for students to the IB programme(s) and philosophy.

IB does not require evidence of this practice at candidacy. This practice must be in place at authorization, at which time the IB will review Application for authorization and information gathered during the Verification visit.

Please include the work that you plan to undertake to meet this practice in the Action plan.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement A9.a. The school implements the PYP as an inclusive programme for all students.

The PYP is an inclusive programme for all students. All students aged 3 to 12 years old in all the grades/year levels in the school should be engaged in the PYP. The IB will review information provided in section Programme Data.

1. Will students have to meet admissions or selection criteria to be enrolled in the school?

   ☐ Yes   ☐ No

   a. Describe the admissions/selection policy that will determine enrollment in the school.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Standard B. Organization

Standard B1. Leadership and structure: The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice B1.1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the action plan.

Practice B1.2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).

1. What type of governance body or educational authority has oversight for the school?

   ☐ Governmental/State/Ministry of Education
   ☐ Board of Directors/Trustees/Governors
   ☐ School Board/Board of Education/Local Education Agency
   ☐ Diocesan/Parish/Other Faith-based governance body
   ☐ Owner-Defined Governance Body
   ☐ Company/Corporation
   ☐ School Council/Advisory Committee
   ☐ None
   ☐ Other (please describe):

2. Briefly describe the school's governance body or educational authority. [250 words]

   a. How is the school's governing body or educational authority formed?

      ☐ Publicly elected
      ☐ Appointed by elected official/body
      ☐ Other (please describe):
      ☐ Appointed by owner(s)
      ☐ Comprised of owner(s)
      ☐ Do not know

   b. Briefly explain the areas over which the governing body or educational authority has direct authority at the school. [500 words]

3. Describe how the pedagogical leadership team will work together to lead the implementation of the programme. [500 words]

4. Who will be responsible for recruiting the programme staff at the school? [500 words]

5. Briefly describe any challenges the school faces in recruiting and/or retaining staff, including the plans in place to address these challenges. [500 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B1.2.a. The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the PYP coordinator and the primary school principal.

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization, at which time the IB will review Application for authorization and during the Verification visit.

Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement B1.2.b. The governing body places the responsibility for the implementation of the PYP on the pedagogical leadership team.

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization, at which time the IB will review Application for authorization and during the Verification visit. Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice B1.3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

The IB will evaluate this practice by reviewing Action plan and school organization chart.

1. In the absence of a common language among staff, how will the pedagogical leadership team ensure consistent implementation and development of the programme? [500 words]

2. Based on the information provided about the school, at least one language of instruction in the school is different from the IB working languages. Given this, how will the pedagogical leadership team ensure consistent implementation and development of the programme? [500 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B1.4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

1. What percentage of the programme coordinator's weekly schedule will be devoted to IB coordinator responsibilities?

2. Programme coordinator time allocation

Duty	% of weekly time
Programme coordination	[% of weekly time]
Other (indicate duty)	[% of weekly time]
Other (indicate duty)	[% of weekly time]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice B1.5. The school develops and implements policies and procedures that support the programme(s).

The IB will evaluate this practice by reviewing answers to the information gathered under practices B1.5a, and B1.5b.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B1.5.a. The school has developed and implements a language policy that is consistent with IB expectations.

1. Describe the process by which the school's language policy was, or will be, developed, implemented, and revised. [250 words]

2. Describe the support the school will provide to students whose most proficient language is not the school's language(s) of instruction. [250 words]

3. Indicate the provisions the school has or will have to support students' mother tongues, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time. [250 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Requirement B1.5.b. The school has developed and implements an assessment policy that is consistent with IB expectations.

1. Describe the school's current assessment system/policy and indicate any differences you have found when comparing it with the PYP perspective on assessment. [500 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress   ☐ In place   ☐ Not in place

Practice B1.6. The school has systems in place for the continuity and ongoing development of the programme(s).

IB will consult the Action plan to confirm that the school has developed clear plans, accountabilities and timelines regarding the ongoing development of the programme.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice B1.7. The school carries out programme evaluation involving all stakeholders.

As this practice does not need to be in place or in progress at authorization, we have no specific questions on it at this time.

Standard B2. Resources and support: The school's resources and support structures ensure the implementation of the IB programme(s).

Practice B2.1. The governing body allocates funding for the implementation and ongoing development of the programme(s).

The IB will evaluate this practice by reviewing the Budget Chart.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☑ In place   ☐ Not in place

Practice B2.2. The school provides qualified staff to implement the programme(s).

Below is the summary of the teaching and administrative staff information that you provided. You may choose to update it in the School Staff section.

1. Do all teachers who will be involved in the programme meet the applicable local/regional/national standards for instructional staff?

   ☐ Yes   ☐ No

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice B2.3. The school ensures that teachers and administrators receive IB-recognized professional development.

The IB will evaluate this practice by reviewing information gathered under Practices B2.2, B2.3a, Action plan and Budget Chart.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.3.a. The school complies with the IB professional development requirement for the PYP at authorization and at evaluation.

1. Below is the summary of IB professional development the teaching and administrative staff information that you provided. If you have not entered professional development information regarding your teachers and administrative staff, please update it in the School Staff section. [chart will be provided, based on information provided in Staff section of school profile]

2. Briefly describe the school's plans to induct and provide training for new programme staff hired after authorization. [500 words]

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice B2.4. The school provides dedicated time for teachers' collaborative planning and reflection.

1. Please describe the school's current collaborative planning practice. [250 words]

2. In the table below, describe the meetings that will support programme implementation, including participants and meeting types, objectives, and frequency.

Meeting Name	Who attends	Frequency (select one per meeting)	Objectives
	[100 words]	☐ Daily ☐ Weekly ☐ Bi-weekly ☐ Monthly ☐ Semi-quarterly ☐ Quarterly ☐ Bi-annually ☐ Annually	[100 words]
	[100 words]	☐ Daily ☐ Weekly ☐ Bi-weekly ☐ Monthly ☐ Semi-quarterly ☐ Quarterly ☐ Bi-annually ☐ Annually	[100 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Practice B2.5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Please describe the IT facilities PYP students and teachers will have access to and indicate where they are located.

1. Which of the following characteristics describe your school's current approach to the use of technology for learning?

   ☐ One-to-one laptop/device for students
   ☐ Shared computers in classrooms throughout the school   # of computers
   ☐ Centralized computer facility(ies)   # of computers
   ☐ Shared computers in the library for student use   # of computers
   ☐ One-to-one laptop/device for teachers
   ☐ Shared computers for teachers   # of computers
   ☐ interactive white boards in classrooms throughout the school
   ☐ Other (please describe):   # of computers

2. Does the school have consistent access to the internet?

   ☐ Yes ☐ No

3. Does the school have WiFi?

   ☐ Yes ☐ No

4. Please describe any restrictions the school places on student or staff access to WiFi or the internet. [500 words]

5. Please provide or update information on the school facilities and resources that support the implementation of the programme.

Facility or resource	Description of facility/resource	How this facility supports programme implementation	Plans for further development, if any
Physical education/athletics facilities	[100 words]	[100 words]	[100 words]
Science laboratories	[100 words]	[100 words]	[100 words]
Visual arts studios	[100 words]	[100 words]	[100 words]
Specialized facilities	[100 words]	[100 words]	[100 words]
Music facilities	[100 words]	[100 words]	[100 words]

Arts performance/Exhibition spaces	[100 words]	[100 words]	[100 words]
Performing arts facilities	[100 words]	[100 words]	[100 words]
Other facilities/resources	[100 words]	[100 words]	[100 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice B2.6. The library/multimedia/resources play a central role in the implementation of the programme(s).

Please describe the physical and/or virtual library and the print, electronic, and multimedia resources available at the school by providing the information requested in the following questions.

1. Can students access the library independently?

    ☐ Yes   ☐ No

2. Can students freely browse and borrow library resources?

    ☐ Yes   ☐ No

3. During what hours can students access the library? [select hours]

4. Does the library have spaces for the students to study independently?

    ☐ Yes   ☐ No

5. Is the library designed specifically for the age group of the programme?

    ☐ Yes   ☐ No

    If no, who else uses the library? [250 words]

6. Please describe the print, electronic, and multimedia resources that PYP students will be able to access, including the total number of each type of resource and the language(s) in which each type of resource is available.

Resource type	Language	Language	Language
Total number of general reference books (per language)			
Total number of nonfiction books (per language)			
Total number of fiction books (per language)			

Total number of print periodicals (per language)			
Total number of online general reference subscriptions (per language)			
Total number of online journals or other virtual publications (per language)			
Additional print, electronic, or multimedia resources			

7. How is the library being used as a support for whole class learning? [250 words]

8. Describe how the library/multimedia centre is managed (include responsibilities of the person who is in charge of the library/multimedia centre, and agreements with other libraries, if applicable). [500 words]

9. Do the classrooms have libraries/resource centres?

   ☐ Yes   ☐ No

10. Describe the classroom libraries/resource centres.

Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

Practice B2.7. The school ensures access to information on global issues and diverse perspectives.

The IB will evaluate this practice by reviewing information gathered under Practices B2.5, B2.6 and the Action plan.

Please indicate your current assessment of how your school meets this practice.

   ☐ In progress   ☐ In place   ☐ Not in place

Practice B2.8. The school provides support for its students with learning and/or learning support requirements and support for their teachers.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice B2.9. The school has systems in place to guide and counsel students through the programme(s).

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice B2.10. The student schedule or timetable allows for the requirements of the programme(s) to be met.

The IB will evaluate this practice and requirements below by examining the information gathered under practice B2.10a

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement B2.10.a. The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.

1. Complete or update the organization of teaching time chart.

Year/grade	
Total teaching time in hours per week/cycle	
Length of week/cycle	
Percentage of teaching time with classroom teacher	
Percentage of teaching time with single-subject teachers	
Percentage of teaching time spent on other activities (e.g. assemblies and special events)	

2. Will the school need to make adjustments to the student's weekly schedule to ensure that it provides adequate time for an in-depth study of each unit of inquiry?

☐ Yes ☐ No

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Practice B2.11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice B2.12. The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

This practice is not required to be in place or in progress at authorization and we do not have any questions at this time.

Standard C. Curriculum

Standard C1. Collaborative planning: Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice C1.1. Collaborative planning and reflection addresses the requirements of the programme(s).

The IB will evaluate this practice by reviewing information gathered under Practice B2.4 and during the verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement C1.1.a. The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.

The IB will evaluate this requirement by reviewing information provided under Practices B2.2 and B2.4 and during the Verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement C1.1.b. Planning at the school makes use of the PYP planner and planning process across the curriculum and by all teachers.

The IB will evaluate this requirement by reviewing information provided under Practices B2.2 and B2.4 and during the Verification visit.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement C1.1.c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C1.2. Collaborative planning and reflection takes place regularly and systematically.

The IB will evaluate this practice by reviewing information provided under Practice B2.4 and during the Verification visit.

Please indicate your current assessment of how your school meets this practice.

☐ In progress   ☐ In place   ☐ Not in place

Practice C1.3. Collaborative planning and reflection addresses vertical and horizontal articulation.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C1.3.a. There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan

Requirement C1.3.b. The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C1.4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C1.4.a. The school provides for easy access to completed PYP planners.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Requirement C1.4.b. The school ensures that PYP planners are coherent records of student learning.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C1.5. Collaborative planning and reflection is based on agreed expectations for student learning.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C1.6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C1.7. Collaborative planning and reflection is informed by assessment of student work and learning.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C1.8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C1.9. Collaborative planning and reflection addresses the IB learner profile attributes.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Standard C2. Written curriculum: The school's written curriculum reflects IB philosophy.

Practice C2.1. The written curriculum is comprehensive and aligns with the requirements of the programme(s).

1. Will students enrolled in the programme have to fulfill other mandated requirements?

   ☐ Yes   ☐ No

   a. Indicate which requirements must be fulfilled in each year of the programme.

Requirement Name	☐ Exam ☐ Curriculum ☐ Teaching structure ☐ Timetable ☐ Other
PYP Year	☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ Year 5

Additional Comment [100 words]

b. Please identify programme implementation challenges resulting from these requirements and explain how the school will address those challenges. [250 words]

Please indicate your current assessment of how your school meets this practice.

☐ In progress ☐ In place ☐ Not in place

Requirement C2.1.a. The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under "Who we are" and "How we express ourselves".

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization and the IB will determine that by reviewing programme of inquiry and during the Verification visit. Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐ In progress ☐ In place ☐ Not in place

Requirement C2.1.b. The school ensures that there is a coherent, horizontally and vertically articulated Programme of inquiry.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Requirement C2.1.c. The PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.

As this requirement does not need to be in place or in progress at authorization, we have no specific questions on it at this time.

Requirement C2.1.d. There is documented evidence that the curriculum developed addresses the five essential elements of the PYP.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C2.2. The written curriculum is available to the school community.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C2.3. The written curriculum builds on students' previous learning experiences.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C2.4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C2.4.a. The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each PYP subject area.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Requirement C2.4.b. The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the PYP scope and sequence documents.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C2.5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C2.6. The written curriculum incorporates relevant experiences for students.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C2.6.a. The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C2.7. The written curriculum promotes students' awareness of individual, local, national and world issues.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C2.7.a. The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C2.8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C2.9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C2.9a. There is a system for regular review and refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C2.10. The written curriculum integrates the policies developed by the school to support the programme(s).

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C2.11. The written curriculum fosters development of the IB learner profile attributes.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Standard C3. Teaching and Learning: Teaching and learning reflects IB philosophy.

Practice C3.1. Teaching and learning aligns with the requirements of the programme(s).

1. What changes to planning for teaching and learning in the school would the implementation of the PYP entail? [250 words]

   Please indicate your current assessment of how your school meets this practice.

   ☐ In progress ☐ In place ☐ Not in place

Requirement C3.1.a. The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Requirement C3.1.b. The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning.

IB does not require evidence of this requirement at candidacy. This requirement must be in place at authorization, at which time the IB will determine that by reviewing Application for authorization, samples of class schedule and during the Verification visit.

Please include the work that you plan to undertake to meet this requirement in the Action plan.

Please indicate your current assessment of how your school meets this requirement.

☐   In progress   ☐   In place   ☐   Not in place

Requirement C3.1.c. The school ensures that personal and social education is the responsibility of all teachers.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C3.2. Teaching and learning engages students as inquirers and thinkers.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C3.2.a. The school ensures that inquiry is used across the curriculum and by all teachers.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C3.3. Teaching and learning builds on what students know and can do.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C3.3.a. Teaching and learning addresses the competencies, experiences, learning needs and styles of students.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C3.4. Teaching and learning promotes the understanding and practice of academic honesty

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.5. Teaching and learning supports students to become actively responsible for their own learning.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.8. Teaching and learning demonstrates that all teachers are responsible for language development of students.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.9. Teaching and learning uses a range and variety of strategies.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

> **Requirement C3.10.a.** The school provides for grouping and regrouping of students for a variety of learning purposes.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.**Practice C3.11.** Teaching and learning incorporates a range of resources, including information technologies.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.13. Teaching and learning engages students in reflecting on how, what and why they are learning.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C3.14.a. The school provides environments in which students work both independently and collaboratively.

> At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Requirement C3.14.b. Teaching and learning empowers students to take self-initiated action as a result of the learning.

> At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C3.15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C3.16. Teaching and learning develops the IB learner profile attributes.

> At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Standard C4. Assessment: Assessment at the school reflects IB assessment philosophy.

Practice C4.1. Assessment at the school aligns with the requirements of the programme(s).

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Requirement C4.1.a. Assessment at the school is integral with planning, teaching and learning.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Requirement C4.1.b. Assessment addresses all the essential elements of the programme.

1. Describe how the school currently formatively and summatively assesses student learning and indicate any changes that will need to occur in order to meet PYP assessment principles and practices. [500 words]

Please indicate your current assessment of how your school meets this requirement.

☐   In progress   ☐   In place   ☐   Not in place

Requirement C4.1.c. The school provides evidence of student learning over time across the curriculum.

At this time, we have no specific questions on this requirement. As this requirement needs to be in progress at authorization, schools should be planning to meet the requirements related to this, and you may wish to include relevant activities in the Action plan.

Practice C4.2. The school communicates its assessment philosophy, policy and procedures to the school community.

IB does not require evidence of this practice at candidacy. This practice must be in place at authorization and the IB will determine that by reviewing assessment policy and during the Verification visit. Please include the work that you plan to undertake to meet this practice in the Action plan.

Please indicate your current assessment of how your school meets this practice.

☐   In progress   ☐   In place   ☐   Not in place

Practice C4.3. The school uses a range of strategies and tools to assess student learning.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C4.4. The school provides students with feedback to inform and improve their learning.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C4.5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C4.6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

1. Describe how the school currently reports student achievement to the student parents and indicate any changes that will need to occur in order to meet PYP reporting requirements. [500 words]

   Please indicate your current assessment of how your school meets this practice.

   ☐ In progress ☐ In place ☐ Not in place

Requirement C4.6.a. Student learning and development related to all attributes of the IB learner profile are assessed and reported.

1. Describe how the school reports to parents on the IB learner profile. [500 words]

   Please indicate your current assessment of how your school meets this requirement.

   ☐ In progress ☐ In place ☐ Not in place

Practice C4.7. The school analyses assessment data to inform teaching and learning.

Requirement C4.7.a. The school ensures that students' knowledge and understanding are assessed prior to new learning.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C4.8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

At this time, we have no specific questions on this practice. As this practice needs to be in progress at authorization, schools should be planning to meet the requirements related to this practice and you may wish to include relevant activities in the Action plan.

Practice C4.9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.

This practice is not required to be in place or in progress at authorization and we do not have any questions at this time.

Please indicate your current assessment of how your school meets this practice.

    ☐ In progress   ☐ In place   ☐ Not in place